

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills (TEKS)
English Language Arts and Reading, Grade 3 - Grade 5

Prepared by the State Board of Education TEKS Review Committees

First Draft, November 2015

These draft proposed revisions reflect the changes to the English language arts and reading Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education-appointed TEKS review committees for **Grade 3 - Grade 5**. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple font with strikethrough (~~moved text~~) and is shown in the proposed new location in purple font with underlines (new text location).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

- CRS**—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)
- ER**—information added, changed, or deleted based on expert reviewer feedback
- MV**—multiple viewpoints from within the committee
- VA**—information added, changed, or deleted to increase vertical alignment

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§110.14. English Language Arts and Reading, Grade 3, Beginning with School Year 2009-2010.

TEKS with edits

Committee Comments

(a)	Introduction.	
(1)	<p>The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative—students will continue to address earlier standards as needed while they attend to standards for their grade. In third grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.</p> <p><u>ELAR (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author’s purpose and craft; composition and presentation; and inquiry and research. The strands focus on authentic reading and writing to ensure a literate Texas and are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.</u></p> <p><u>SLAR (1) The Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy; they are neither translations nor modifications of the English Language Arts TEKS. The Spanish Language Arts and Reading TEKS embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author’s purpose and craft; composition and presentation; and inquiry and research. The strands focus on authentic reading and writing to ensure a literate Texas and are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.</u></p>	
(2)	<p>For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.</p> <p><u>The eight strands of the essential knowledge and skills for English [Spanish] language arts and</u></p>	

	<p><u>reading are intended to be integrated for instructional purposes and are recursive in nature. Each strand is of equal value and may be presented in any order throughout the year. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. Students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.</u></p>	
(A)	<p>English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</p>	
(B)	<p>For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</p>	
(C)	<p>During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p>	
(3)	<p>To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 3 as described in subsection (b) of this section.</p>	

	<u>English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.</u>	
(4)	To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation. <u>Current research [add references] stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the ELPS and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter B.</u>	
(5)	<u>Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines (Fisher, Frey & Rothenberg, 2008).</u>	
(6)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(b)	Knowledge and skills.	
Strand 1	<u>Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop word structure knowledge through phonological awareness, print concepts, and phonics to decode and encode texts. Students apply knowledge and relationships found when studying the structures, origins, and contextual meanings of words. The student is expected to:</u>	We believe these knowledge and skills statements encompass all grade levels. Foundational skills are defined as the continuum of reading development from emergent to fluent reader.
	<u>Phonics and Word Analysis</u>	Will include phonics, vocabulary, and spelling

		CCRS II.B.1
	<u>Use common syllabication patterns to decode and encode words including closed syllable (CVC), open syllable (CV), final stable syllable, r-controlled vowels, and vowel digraphs and diphthongs</u>	Moved and combined 3.1Bi-v, 3.24D “common” is a relative term
	<u>Decode and encode multisyllabic words using common syllabic patterns including doubling final consonants when adding an ending, dropping the final "e" when adding endings such as -ing, -ed, or -able, changing the final “-y” to “-i” when adding endings including -ies, and</u>	Combination of 3.1Ai-iii and 3.24Bi-iii. If student are expected to decode multisyllabic words and apply these rules, the same expectations should be set for encoding. Plural rules –s (1 st grade), -es (2 nd grade) addressed in previous grades. “common” is a relative term
	<u>Decode and encode double consonants in the middle of words</u>	Moved from 3.24Biv
	<u>Decode and encode complex consonants, such as scr-, -dge, -tch</u>	Moved from 3.24Bv
	<u>Decode and encode words using abstract vowels</u>	3.24Bvi, adding the decoding part
	Decode and encode using common spelling patterns	Removed to combine with syllabication above.
	<u>Identify, read, and spell high frequency words, compound words, and contractions</u>	Combined 3.1D, 3.24C, 3.24F
	<u>Word Study</u>	Concept heading
	<u>identify the meaning and usage of common prefixes and suffixes, including dis-, in-, pre-, re-, un-, -able, -ful, -less, -ly, -ness</u>	Replaces 1A.iv and 3.4A through combination and rewriting The included affixes will be added to as students progress through grade levels. “common” is a relative term
	using knowledge of derivational affixes such as (e.g., -de, -ful, -able)	Addressed in the bullet above (prefixes/suffixes)
	<u>identify, read and spell antonyms, synonyms, homographs, and homophones;</u>	Moved from 3.4C CCRS II.B.1
	<u>use context to determine the relevant meaning of unfamiliar words</u>	Moved from 3.4B and split into two skills CCRS II.B.1
	<u>distinguish among multiple meaning words and homographs</u>	Moved from 3.4B and split into two

		skills CCRS II.B.1
	<u>alphabetize a series of words to the third letter</u>	Moved from 3.4E and separated from reference materials.
	<u>Use print and digital reference materials to determine meanings, syllabication, pronunciation, and encoding to validate understanding of unknown words.</u>	Parts were moved from 3.4E and 3.24G CCRS II.B.3 E.R.
	<u>Foundational Language Skills</u>	Concept heading
	establish purpose for reading selected grade-appropriate texts based upon own or others' desired outcome, and monitor comprehension, making corrections and adjustments when that understanding breaks down	Moved to Strand 2 - Comprehension
	<u>follow, restate, and give oral instructions that involve a series of related sequences of action.</u>	Moved from 3.29B.
	<u>Self-select text and read independently.</u>	Added – vertically aligned.
	<u>Fluency</u>	Concept heading. Includes rate, accuracy, and prosody
	<u>monitor accuracy and prosody including rate, pausing, phrasing, stress, intonation, and integration in decoding grade-level text to strengthen comprehension.</u>	Reworded from 3.3.
	<u>Penmanship</u>	Replaces the term “handwriting” as a foundational skill
	<u>Write legibly in print and cursive</u> script with spaces between words in a sentence	Moved from 23A.
(A)	decode multisyllabic words in context and independent of context by applying common spelling patterns including:	Moved to strand 1 – Phonics and Word Analysis and combined with 3.24Bi-iii
(i)	dropping the final "e" and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable);	Moved to strand 1 – Phonics and Word Analysis
(ii)	doubling final consonants when adding an ending (e.g., hop to hopping);	Moved to strand 1 – Phonics and Word Analysis
(iii)	changing the final "y" to "i" (e.g., baby to babies);	Moved to strand 1 – Phonics and Word Analysis
(iv)	using knowledge of common prefixes and suffixes (e.g., dis-, -ly); and	Combined with 3.4A into Strand 1 - Word Analysis
(v)	using knowledge of derivational affixes (e.g., -de-, -ful, -able);	Moved to strand 1 – Phonics and Word Analysis

(B)	use common syllabication patterns to decode words including:	Moved to strand 1 – Phonics and Word Analysis
(i)	closed syllable (CVC) (e.g., mag-net, splen-did);	Moved to strand 1 – Phonics and Word Analysis
(ii)	open syllable (CV) (e.g., ve-to);	Moved to strand 1 – Phonics and Word Analysis
(iii)	final stable syllable (e.g., puz-zle, con-trac-tion);	Moved to strand 1 – Phonics and Word Analysis
(iv)	r-controlled vowels (e.g., fer-ment, car-pool); and	Moved to strand 1 – Phonics and Word Analysis
(v)	vowel digraphs and diphthongs (e.g., ei-ther);	Moved to strand 1 – Phonics and Word Analysis
(C)	decode words applying knowledge of common spelling patterns (e.g., eigh-, ough-);	Moved to strand 1 – Phonics and Word Analysis
(D)	identify and read contractions (e.g., I'd, won't); and	Moved to strand 1 – Phonics and Word Analysis
(E)	monitor accuracy in decoding.	Move to strand 1 - fluency
(2)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	We included providing evidence from text to support understanding because it is vital to base all comprehension of the text on the text itself. Students must be able to identify the specific text that supports their understanding.
(A)	Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) <u>text features and text evidence</u> to make and confirm predictions;	Text features and text evidence is a broader term, and the specific features will appear in Strands 2, 5 & 6.
(B)	Ask relevant questions, seek clarification, and Locate facts and details about stories and other texts and support answers with evidence from text; in text and in graphic features of text.	We moved asking questions for the purpose of clarifying comprehension strategies sections. However, locating facts and details in texts and graphic features is necessary to overall comprehension and a foundational comprehension skill for other strands such as research.
(C)	<u>establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).</u>	Moved to Strand 1
(3)	Reading/Fluency. Students are expected to read grade-level text with fluency and comprehension.	Reworded and included in Strand 1 under

	Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, prosody, appropriate phrasing) and comprehension, using self-selected and assigned multiple text types for a variety of purposes.	“Fluency” Change expression and appropriate phrasing to “prosody” because prosody includes appropriate expression (or tone) and phrasing. Fluency when “reading aloud” is too narrow for the purpose of these standards. We believe that students should read fluently aloud and silently.
(4)	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	Moved to Strand 1 – Word Study
(A)	identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full-, -less), and know how they change the meaning of roots;	Combined with 3.1Aiv into Strand 1 - Word Study
(B)	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;	Moved to strand 1 – Word Study
(C)	identify and use antonyms, synonyms, homographs, and homophones;	Moved to strand 1 – Word Study
(D)	identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and	This has not been tested on the SAT since 2005 and is not a required skill for College Skills. If this is to be retained in 3 rd grade TEKS, it should be moved to genre or writing section. This is not a foundational skill.
(E)	alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.	Moved to Strand 1 – Word Study
(5) <u>2</u>	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts. Students are expected to:	New Knowledge and Skills statement for the comprehension strand developed by the VA committee.
<u>2A</u> <u>A</u>	<u>Use text features, elements, and structures to make and confirm predictions.</u>	Predicting. Move from TEKS 3.2A. Changed ideas to text features, elements, and structures.
<u>Fig 19B</u> <u>B</u>	<u>Ask literal, interpretive, and evaluative Generate questions of about text to deepen understanding and gain information.</u>	Questioning. Rewording of Fig19B
<u>C</u>	<u>Visualize sensory images to interpret and analyze texts.</u>	Visualizing. From CCRS II.A.6.
<u>D</u>	<u>Make Search for and use connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence to personal experiences, ideas in other texts, and the larger community.</u>	Connecting. New wording based on K-2 Fig 19F. Also based on CCRS II.D.1

Fig 19D E	Make inferences about text and use textual evidence to support understanding.	Inferring. Moved from gr3-5 Fig 19D in its entirety.
F	<u>Sort through information read to distinguish what is most important in understanding an author's message.</u>	Determining Importance. This is a new SE based on the Expert Review of Wilkerson, and research of Allington, Harvey, Erickson, etc.
G	<u>Combine information from the text and schema to create new understanding.</u>	Synthesizing. This is a new SE. Based on Florida Performance Assessments & CCRS II.D.1.
Fig 19E H	Summarize, <u>paraphrase, or retell information in texts in ways that maintaining meaning and logical order within and across texts.</u>	Summarizing. Rewording of Fig 19E
2C Fig 19A Fig 19C I	Establish purposes for reading <u>assigned and self-selected texts and monitor comprehension making corrections and adjustments (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions); when that understanding breaks down.</u>	Combining and rewording of Fig 19A & C based on the original intro to 3 rd grade TEKS, and TEKS 3.2C
(A)	paraphrase the themes and supporting details of fables, legends, myths, or stories; and	Move to Strand 5 MG
(B)	compare and contrast the settings in myths and traditional folktales.	Moved to Strand 5 MG
(6)	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse). Listening, Speaking, Reading, Writing using Multiple Text Types: Comprehension. Students will use a flexible range of metacognitive skills to understand and respond to text that is read, written, spoken, and heard. Students will continue to apply earlier standards with greater depth to increasing complex texts as they become independent, self-directed, and critical learners. Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	Redundant. This Strand statement already appears as the Strand 2 Comprehension streamlined language.
(7)	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed. <u>Identify elements of plot structure including problem or conflict, rising action and resolution.</u>	Move to Strand 5. Redundant. This Strand statement already appears as the Strand 2 Comprehension streamlined language.
(8)	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	Redundant. This Strand statement already appears as the Strand 2 Comprehension streamlined language.

(A)	sequence and summarize the plot's main events and explain their influence on future events;	
(B) <u>F</u>	Describe the <u>traits and</u> interaction of characters including their relationships and the changes they undergo; and	These are two separate skills and should be addressed separately in classroom instruction. Move to Strand 5, Multiple Genres
(C)	identify whether the narrator or speaker of a story is first or third person.	
(9)	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.	Redundant. This Strand statement already appears as the Strand 2 Comprehension streamlined language.
(10)	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.	Redundant. This Strand statement already appears as the Strand 2 Comprehension streamlined language.
(11)	Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading <u>such as with reading logs, journals, or participating in book talks.</u> Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	This is moved to Strand 1.
(12)	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purposes in writing the text.	Redundant. This Strand statement already appears as the Strand 2 Comprehension streamlined language.
(13)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	Redundant. This Strand statement already appears as the Strand 2 Comprehension streamlined language.
(A) <u>G</u>	<u>Determine the main idea and</u> identify the details or facts that support the main idea;	Determining the main idea was not a specific SE in the original document. We added it here to ensure it was adequately addressed instruction.
(B)	draw conclusions from the facts presented in text and support those assertions with textual evidence;	
(C) <u>H</u>	identify explicit cause and effect relationships among ideas in texts; and	Move to Strand 5; Multiple Genres. Include C/E with connecting ideas within texts...

(D)	use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	
<u>I</u>	<u>Summarize texts to identify main events or points.</u>	We separated summarizing from the original SE because we felt that it was a skill that should stand alone. We added the additional text to clarify the expectation.
(14)	Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.	
(15)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A)	follow and explain a set of written multi-step directions; and	
(B)	locate and use specific information in graphic features of text.	
(16)	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A)	understand how communication changes when moving from one genre of media to another;	
(B)	explain how various design techniques used in media influence the message (e.g., shape, color, sound); and	
(C)	compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).	
<u>3</u>	<u>Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students speak and write to effectively convey viewpoints and analysis of texts which are read or heard for a variety of audiences and purposes. Students are expected to:</u>	K&S statement for brand new strand developed by VA committee – How students express their use of the comprehension strategies.
<u>A</u>	<u>Explain how texts evoke personal responses</u>	
<u>B</u>	<u>Discuss or record predictions</u>	New strand, but use of Fig 19
<u>C</u>	<u>Share questions generated before, during and after reading a text.</u>	Fig 19B K
<u>D</u>	<u>Describe mental images that support interpretations of texts.</u>	CCRS
<u>E</u>	<u>Share personal connections that directly support comprehension of texts.</u>	Part of Figure 19F; Making connections

		to other text is stated in Strand 2:
<u>F</u>	<u>Explain inferences drawn, supporting these with evidence from the text.</u>	From 3.13B and 3.6-9, 3.12-15
<u>G</u>	<u>Locate and explain why specific information is important to the author's message.</u>	Stephanie Harvey's research New SE
<u>H</u>	<u>Describe insights gained from combining text information with personal schema.</u>	CCRS
<u>I</u>	<u>Create short summaries that maintain meaning and logical order within texts.</u>	Fig 19E
(E)	Write responses to a variety of literary or expository texts and media that demonstrate an understanding of the text	From 3.20C - redundant after the other SEs included in this strand.
<u>4</u>	<u>Collaboration.</u> <u>Students prepare for and participate productively in diverse interactions, building on others' ideas and expressing their own viewpoints clearly in a variety of contexts. Students are expected to:</u>	
<u>A</u>	<u>Listen and attentively to speakers, ask relevant questions, and make pertinent comments.</u>	<u>From 3.29A</u>
<u>B</u>	<u>Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to effectively communicate ideas.</u>	<u>From 3.30</u>
<u>C</u>	<u>Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.</u>	<u>From 3.31</u>
<u>D</u>	<u>Determine speaker's main message</u>	<u>From 27C</u>
<u>E</u>	<u>Students work productively with others in teams.</u>	<u>From 3.31</u>
<u>(A)</u>	<u>Ask literal, interpretive, and evaluative questions of text</u>	From Figure 19B
<u>(B)</u>	<u>Analyze text and media to convey Make ideas, including inferences, connections, and conclusions using about text textual evidence, to support understanding, including: poetry, drama, fiction, literary non-fiction, informational text, expository, persuasive, and procedural</u>	From Figure 19D and 3.6-9, 3.12-15 From 3.13B and 3.6-9, 3.12-15 Part of Figure 19F **Debating inferences, connections and conclusions as one SE or 3. Separating it out for 3rd and combining 4-5 or leaving it combined for all 3?*
<u>(C)</u>	<u>Draw conclusions from the facts presented in text and use textual evidence to support understanding, including: poetry, drama, fiction, literary non-fiction, informational text, expository, persuasive, and procedural</u>	From 3.13B and 3.6-9, 3.12-15
<u>(D)</u>	<u>Make connections between texts and the world around them, such as text-to-self and text-to-world</u>	Part of Figure 19F; Making connections to other text is stated in Strand 2: Comprehension. Making connections to the world around them requires to learner to respond in a way beyond mere

		comprehension. *If we separate back out, look at College and Career Readiness for wording*
<u>(E)</u>	<u>Write responses to a variety of literary or expository texts and media that demonstrate an understanding of the text</u>	From 3.20C
<u>(F)</u>	<u>Listen attentively to speakers, ask relevant questions, and make pertinent comments.</u>	From 3.29A **Might go into collaboration.**
<u>4</u>	<u>Collaboration: Listening, Speaking, Reading and Writing using Multiple Text. Students prepare for and participate productively in diverse interactions, building on others' ideas and expressing their own viewpoints clearly in a variety of contexts. The students are expected to:</u>	
<u>(A)</u>	<u>Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</u>	From 3.30
<u>(B)</u>	<u>Work productively with others in teams.</u>	From 3.31
<u>(C)</u>	<u>Expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.</u>	From 3.31
	<u>Listen attentively to speakers, ask relevant questions, and make pertinent comments</u>	From 3.29a
<u>(5)</u>	<u>Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize genre-specific characteristics, structures, and purposes in order to analyze, respond to, and compose a variety of texts. Students are expected to:</u>	This is the strand that is dedicated to the study of genres and the details of the elements of their distinct genre.
<u>(5)</u>	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Multiple Genres Students are expected to:	Removed Based upon ER
<u>(8)</u>	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
<u>(A)</u>	<u>Students will read and respond to the following elements of fiction including plot, climax, character and relationships, point of view, setting, main events and details, and theme or lesson learned.</u>	Letter A-D break down the sub-genre and elements of fiction. The fiction genre has been limited for a 3 rd grade student. More sub-genres will be introduced in 4 th and 5 th grade.
<u>(B)</u>	<u>Students will read, respond, and compose realistic fiction paying attention to elements of fiction.</u>	CCRS IIA8

(C)	<u>Students will read and respond to folktales paying attention to the elements of fiction.</u>	CCRS IID.2, CCRS II A.8
(D)	<u>Students will read and respond to traditional literature of folktales.</u>	
(A)	paraphrase the themes and supporting details of fables, legends, myths, or stories; and	
(B)	compare and contrast the settings in myths and traditional folktales.	
(6) (G)	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe the characteristics of various forms of poetry and how they create imagery <u>such as</u> narrative poetry, lyrical poetry, humorous poetry, free verse.	Moves to after nonfiction in number order. Imagery moved to strand 6. CCRS II1a, IIA8a
(7)	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.	Move to fourth grade to streamline the number of genres introduced in third grade. This will allow teacher to focus on the skills needed to read, write and respond to poetry.
(A)	sequence and summarize the plot's main events and explain their influence on future events;	Move to 4th
(B)	describe the interaction of characters including their relationships and the changes they undergo; and	Move to 4th
(C)	identify whether the narrator or speaker of a story is first or third person.	Move to 4th
(9) (E)	Reading/Comprehension of Literary Text/Literary read, respond and compose narrative nonfiction including personal narratives and letters. Narrative Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.	The drawing conclusion is moving to strand 2. CCRS IIA8a
(G)	<u>Students will read and respond to biographical text such as autobiography, biography, and memoir.</u>	Students will have a deeper understanding of biographical text. Autobiography and memoir will be introduced in 4 th and 5 th grade. CCRS IIA8a
(10)	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.	Move to Strand 6 Author's Craft
(12)	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purposes in writing the text.	This is not a genre. Historical fiction is addressed now in 5.C
(13)	Reading/Comprehension of Informational Text/Expository Text. Students will read, respond and compose expository text with focus on the elements such as controlling idea, identifying details	CCRS IIA.1(a,b), IIA.2.b, 11A,8a, IA.1

<u>(H)</u>	<u>and facts, main idea, and text features including bold print, captions, key words, italics to locate information.</u> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
(A)	identify the details or facts that support the main idea;	Move to 5.H
(B)	draw conclusions from the facts presented in text and support those assertions with textual evidence;	Move to 5.H
(C)	identify explicit cause and effect relationships among ideas in texts; and	Move to 5.H
(D)	use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	Move to 5.H
(14)	Reading/Comprehension of Informational Text/ Persuasive Text that influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a brief persuasive essays that include a central idea for a topic sentence, explanations and details, and a concluding statement for appropriate audiences. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.	Move to 4 th and 5 th Grade Move analyze, inferences, conclusions moves to strand 2
<u>(15)</u> <u>(i)</u>	Reading/Comprehension of Informational Text/ <u>read, respond, and compose</u> Procedural Texts or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students understand how to glean and use information in procedural texts and documents. Students are expected to including multi-step directions and specific information in graphic features of text.	This TEK has been streamlined and condensed to support the development needs of a 3 rd grade student. CCRS IIA8a, IA1
(A)	follow and explain a set of written 6multi-step directions; and	Move above into H to rid of romenettes
(B)	locate and use specific information in graphic features of text.	Move above into H to rid of romenettes
<u>(16) B</u>	Reading/Media Digital Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are read and respond to traditional media and digital media to develop the capability of designing multimodal texts to inform, persuade, and entertain a specific audience:	This is about author's craft and purpose. Media literary is not a genre. Digital literacy is a new way students are asked to read
	understand how communication changes when moving from one genre of media to another;	
(B)	explain how various design techniques used in media or influence the message (e.g., shape, color, sound); and	
(C)	compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).	This is not an important skills for 3 rd grade students. This is addressed in the Technology TEK Apps.
(18)	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	
(A)	write imaginative stories that build the plot to a climax and contain details about the characters and setting; and	
(B)	write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).	Move writing to Strand 5.E

(19)	Writing. Students write about their own experiences. Students are expected to write about important personal experiences.	This is incorporated in the new 5.F on reading, responding and write letters.
(20)	Writing/Expository and Procedural Texts. Students write expository and procedural or work related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	Move to 5.H
(A)	create brief compositions that:	Move to 5.H
(i)	establish a central idea in a topic sentence;	Move to 5.H
(ii)	include supporting sentences with simple facts, details, and explanations; and	Move to 5.H
(iii)	contain a concluding statement;	Move to 5.H
(B)	write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and	This is incorporated in the new 5.E on reading, responding and write letters.
(C)	write responses to literary or expository texts that demonstrate an understanding of the text.	Incorporated into the all genres
(21)	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.	Move to fifth grade
(6)	<u>Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students emulate author's craft purposefully in order to develop their own products and performances. The student is expected to:</u>	New strand based upon K-12 committee decision.
(A)	<u>Use effective reading strategies to analyze the author's purpose and message of a text.</u>	CCRS II.9.b. I.1
(B)	<u>Identify and analyze how an author's use of language contributes to text such as choice of dialogue in stories or descriptive language in text.</u>	
(C)	<u>Students will understand how author's figurative language creates imagery in the reader's mind and provide evidence from the text to support their understanding.</u>	CCRS II.10, II.7.C, II.3b, I.1c, II.9b, II.6
(D)	<u>Identify and analyze the use of literary devices including point of view in first or third person to achieve a specific purpose.</u>	
(E)	<u>Analyze the use of text structures to achieve specific purposes including narrative structure with multiple chapters with a single plot and expository structures with description, comparison and contrast, problem and solution, cause and effect.</u>	
(F)	<u>Analyze types of details, examples, and evidence used by authors such as facts, opinions, questions and answer or personal stories to achieve specific purposes.</u>	
(G)	<u>Identify and analyze use of repetition in text.</u>	
(H)	<u>Analyze author's use of print and graphic features to achieve specific purposes.</u>	
(I)	<u>Compose a variety of texts that use the elements of craft to advance the writer's purpose such personal narrative, realistic fiction, poetry, and expository essay.</u>	

(17) (7)	<u>Composition and Presentation: Listening, Speaking, Reading and Writing Using Multiple Texts. Writing/Writing Process.</u> Students use <u>the modes of writing/discourse and elements of the writing process (planning, drafting, revising, editing, and publishing)</u> to compose <u>multiple texts that are meaningful and legible and use appropriate conventions</u> . Students are expected to:	CCRS I A “Compose a variety of texts.” Technology Applications (TA) TEKS: Grades 3-5: 2A “different media”
(A)	<u>prewrite and plan the organization of a first draft by selecting a genre appropriate for conveying the intended meaning to an for a particular topic, purpose, and audience and generating ideas through using a range of strategies (e.g., such as brainstorming, free writing, and mapping graphic organizers, logs, journals);</u>	ER – Stotsky – Use the stages and language of the writing process CCRS I A2
(B)	<u>develop drafts text or media by categorizing ideas and organizing them into paragraphs to create a focused, structured, and coherent piece of writing;</u>	Technology Application (TA) TEKS: Grades 3-5: 2A “different media”
(C)	<u>revise drafts by adding, deleting, combining, and rearranging ideas for coherence, organization, use of simple and compound progression, sentences variety, to address and audience, genre, and purpose;</u>	Delineating explicit revision skills clarifies expectations CCRS I A4
(D)	<u>edit drafts for effective sentence structure and correctness of standard English conventions of grammar, mechanics, and spelling, capitalization and punctuation using a teacher-developed rubric; and</u>	ER – Stotsky – Use the stages and language of the writing process
(E)	<u>publish drafts in response to feedback and evaluate its effectiveness using a rubric written work for a specific audience.</u>	ER – Stotsky – Use the stages and language of the writing process
(18)	<u>Writing/Literary Texts.</u> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	
(A)	<u>write imaginative stories that build the plot to a climax and contain details about the characters and setting; and</u>	
(B)	<u>write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).</u>	Move writing to Strand 5
(19)	<u>Writing.</u> Students write about their own experiences. Students are expected to write about important personal experiences.	This is incorporated in the new 5.E on reading, responding and write letters.
(20)	<u>Writing/Expository and Procedural Texts.</u> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
(A)	<u>create brief compositions that:</u>	
(i)	<u>establish a central idea in a topic sentence;</u>	
(ii)	<u>include supporting sentences with simple facts, details, and explanations; and</u>	
(iii)	<u>contain a concluding statement;</u>	

(B)	write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and	This is incorporated in the new 5.E on reading, responding and write letters.
(C)	write responses to literary or expository texts that demonstrate an understanding of the text.	
(21)	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.	
(22)	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(E)(A)	Demonstrate control of the conventions of Standard English when speaking and writing by using use and understanding the function of the following parts of speech: in the context of reading, writing, and speaking:	Combined the language found in the Knowledge and Skills statements from the Conventions strand with the SE language.
(i)	use verbs (past, present, and future) verb tenses properly;	A verb was added to the beginning of each SE to clarify what students need to be able to do with each of the parts of speech.
(ii)	form and use singular/plural and common/proper nouns (singular/plural, common/proper);	The examples were embedded within the SE/
(iii)	use descriptive and limiting adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; including articles and use adverbs that convey time and manner :a, an, the);	Combined adjectives and adverbs into 1 SE because they share a similar function – modifying other parts of speech.
(iv)	adverbs (e.g., time: before, next; manner: carefully, beautifully);	
(v)	use prepositions and prepositional phrases to convey relationships and add detail;	Added description to clarify the function of the part of speech.
(vi)	use possessive pronouns properly such as (e.g., his, hers, theirs);	
(vii)	use coordinating conjunctions (e.g., and, or, but) to form compound predicates, compound subjects, and compound sentences; and	Added specificity to clarify the function of coordinating conjunctions.
(viii)	time-order transition words and transitions that indicate a conclusion;	Time order transition words are represented in other parts of speech (e.g., adverb, conjunction).
(G)(B)	use the complete subject and the complete predicate in a sentence; and	Complete subject and verb agreement are implied in complete simple and compound sentences (3.22 C).
(C)(H)	<u>Form use</u> complete simple and compound sentences with correct subject-verb agreement.	Verbs add specificity to the SE.

(23)	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A)	write legibly in cursive script with spacing between words in a sentence;	Moved to Strand 1 - Penmanship
(I)(B)	use capitalization, <u>including geographical names and places, historical periods, and official titles of people:</u>	Multiple SEs were combined into one.
(i)	<u>geographical names and places;</u>	
(ii)	<u>historical periods; and</u>	
(iii)	<u>official titles of people;</u>	
(J)(C)	recognize and use punctuation marks including <u>apostrophes in contractions and possessives; commas in a series and dates; and use correct mechanics including indentations;</u>	Multiple SEs were combined into one.
(i)	<u>apostrophes in contractions and possessives; and</u>	
(ii)	<u>commas in series and dates; and</u>	
(D)	use correct mechanics including paragraph indentations.	
(24)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	
(A)	use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;	Concepts moved to Strand 1 – Phonics and Word Analysis and Wordy Study. This heading is unnecessary.
(B)	spell words with more advanced orthographic patterns and rules:	
(i)	<u>consonant doubling when adding an ending;</u>	
(ii)	<u>dropping final "e" when endings are added (e.g., -ing, -ed);</u>	Rephrased in Strand 1 – Phonics and Word Analysis
(iii)	<u>changing y to i before adding an ending;</u>	Moved to strand 1 and rephrased for the purpose of decoding and encoding.
(iv)	<u>double consonants in middle of words;</u>	Moved to Strand 1 – Phonics and Word Analysis
(v)	<u>complex consonants (e.g., ser-, -dge, -teh); and</u>	Moved to Strand 1 – Phonics and Word Analysis
(vi)	<u>abstract vowels (e.g., ou as in could, touch, through, bought);</u>	Moved to Strand 1 – Phonics and Word Analysis
(C)	spell high frequency and compound words from a commonly used list;	
(D)	spell words with common syllable constructions (e.g., closed, open, final stable syllable);	Combined in strand 1 by including the word “encode”

(E)	spell single syllable <u>homophones</u> (e.g., bear/bare; week/weak; road/rode);	Combined in strand 1 by including the words “and spell”
(F)	spell complex contractions (e.g., should've, won't); and	Combined in strand 1 by including the words “and spell”
(I)(G)	use print and electronic resources, such as high frequency and commonly used grade-appropriate words to find and check correct spellings.	Moved to Strand 1 – Word Study
(25) 8	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them <u>Listening/Speaking/Reading/Writing using multiples texts: Inquiry and Research. Students engage in recursive inquiry and research processes for self-selected and assigned purposes topics.</u> Students are expected to:	Changed wording to include research and topic.
(A)	<u>Prepare for inquiry and research. Explore and define specific information using a variety of strategies and activities.</u>	Taken from the Ontario School Library Association (OSLA) inquiry and research model. Ontario Canada was ranked in the top 10 for overall education in 2009. This combines 3.25A, B.
	(i) <u>explore ways of organizing information</u>	Taken from OSLA model of Prepare for research
(A)	generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and	Moved to 3.8C(i)
	(ii) <u>collaborate effectively in class and group discussions to share ideas.</u>	Based on OSLA model and Texas CCRS 4B 3. Reworded old SE 3.29,
(B)	generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question. Access resources for inquiry and research. Generate and follow a research plan for gathering relevant information about the topic and question from multiple sources, both oral and written, such as student-initiated surveys, on-site inspections, interviews, data from experts, reference texts, online searches, and visual sources of information	Moved from 3.26A and reworded based on Texas CCRS IVA.
(C)	<u>Process information for inquiry and research. improve the focus of research, synthesize findings and formulate conclusions.</u>	Taken from 3.27A, OLSA model, and CCRS VB.3
	(i) <u>Narrow to one major topic and formulate open-ended questions about the topic.</u>	Reworded 3.25A and considers OSLA Model and Texas CCRS V.A
	(ii) <u>clarify research questions and organize collected information into categories, such as notes, graphic organizers, diagrams, graphs, or charts.</u>	Moved from current strand 3.27. Reworded based on consideration from OSLA model
	(iii) <u>evaluate the validity and reliability of sources to include differentiating between copyright, paraphrasing, and plagiarism.</u>	Moved from 3.26E and reworded considered CCRS 5B.2
	(iv) Students are expected to draw conclusions through a brief written explanation and	Moved from 3.28 and reworded based on

	<u>create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.</u>	OSLA model.
<u>(D)</u>	<u>Organizing and Presenting Ideas for inquiry and research. Organize and present their ideas and information according to the purpose of the research and their audience. Determine the mode of delivery, such as written, oral, and/or media.</u>	Moved from 3.28 and reworded based on OSLA model.
(26)	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	Reworded and considered 3.8C
(A)	follow the research plan to collect information from multiple sources of information, both oral and written, including:	Moved to proposed TEK 3.8D
(i)	student-initiated surveys, on-site inspections, and interviews;	Deleted romanette(s) as they are examples of multiple sources of information; however, included in proposed TEK 3.8D
(ii)	data from experts, reference texts, and online searches; and	Deleted romanette(s) as they are examples of multiple sources of information; however, included in proposed TEK 3.8D
(iii)	visual sources of information (e.g., maps, timelines, graphs) where appropriate;	Deleted romanette(s) as they are examples of multiple sources of information; however, included in proposed TEK 3.8D
(B)	use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics);	Deleted based on skill being taught under Strand 5: Multiple Genres
(C)	take simple notes and sort evidence into provided categories or an organizer;	Deleted based on skill being taught under Strand 5: Multiple Genres
(D)	identify the author, title, publisher, and publication year of sources; and	Deleted based on skill being taught under Strand 2: Comprehension
(E)	differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	Moved to proposed 3.8Ciii
(27)	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).	Moved to new proposed TEK 3.8Cii
(28)	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.	MV to consider for upper grade levels. Other view is to consider some level of resource citing. See proposed SE 3.8C & 3.8D.

(29)	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	See 3.8B
(A)	listen attentively to speakers, ask relevant questions, and make pertinent comments; and	See 3.8B
(B)	follow, restate, and give oral instructions that involve a series of related sequences of action.	Moved to Strand 1 – Foundational Language Skills
30	Listening and Speaking/Teamwork. Students Speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	Moved TEK to proposed 3.3
31	Listening and Speaking/Teamwork. Students Work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher and student led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	Moved TEK to proposed 3.3

DRAFT

§110.15. English Language Arts and Reading, Grade 4, Beginning with School Year 2009-2010.

TEKS with edits

Committee Comments

(a)	Introduction.	
(1)	<p>The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative—students will continue to address earlier standards as needed while they attend to standards for their grade. In fourth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.</p> <p><u>ELAR (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author’s purpose and craft; composition and presentation; and inquiry and research. The strands focus on authentic reading and writing to ensure a literate Texas and are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.</u></p> <p><u>SLAR (1) The Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy; they are neither translations nor modifications of the English Language Arts TEKS. The Spanish Language Arts and Reading TEKS embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author’s purpose and craft; composition and presentation; and inquiry and research. The strands focus on authentic reading and writing to ensure a literate Texas and are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.</u></p>	
(2)	<p>For students whose first language is not English, the students’ native language serves as a foundation for English language acquisition.</p> <p><u>The eight strands of the essential knowledge and skills for English [Spanish] language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Each strand is of equal value and may be presented in any order throughout the year. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to</u></p>	

	<p><u>accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. Students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.</u></p>	
(A)	<p>English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</p>	
(B)	<p>For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</p>	
(C)	<p>During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p>	
(3)	<p>To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 4 as described in subsection (b) of this section.</p> <p><u>Research consistently shows that language and literacy development in the students' native language not only facilitates learning English and English literacy, but is foundational to cognitive development and learning (Cummins, 2001; Thomas & Collier, 2002; Coelho, 2001). Emergent bilinguals (Sparrow et al., 2014; Slavin & Cheving, 2013) are students who are in the process of acquiring two or more linguistic codes, becoming bilingual, biliterate and bicultural. Emergent bilinguals are often "defined by their perceived deficits (semilinguals), (Escamilla, 2012). However, research has shown that bilinguals develop a unique interdependent system (Escamilla et al. 2007; Grosjean, 1989; Valdes and</u></p>	

	<p><u>Figueroa, 1994) where languages interconnect to increase linguistic functionality. This linguistic interdependence of language acquisition facilitates a transfer of literacy skills from the primary language, L1 to the second language, L2 (August & Shanahan, 2006; Bialystok, 2007; Miramontes, et al., 1997). The strength of learning through formal instruction in Spanish determines the extent of transfer to English (August, Calderon, & Carlo, 2002; Slavin & Calderon, 2001; Garcia, 2001). For transfer to be maximized, cross-linguistic connections between the two languages must be explicitly taught while students engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Continued strong literacy development in Spanish provides the foundation and scaffold for literacy development in English base on a Common Underlying Proficiency between the two languages (Cummins 1991). Consequently, direct and systematic instruction (Genesee et al., 2005) in the appropriate sequence of Spanish skills with early ESL based literacy instruction is critical to student success. As a result of working within two language systems, students' metalinguistic and metacognitive skills are enhanced when they learn about the similarities and differences between languages (Escamilla et al2014). The extent to which English and Spanish are used is reliant on the type of bilingual program model being used (See Texas Education Code, §29.066).</u></p> <p><u>(3) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.</u></p>	
(4)	<p>To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p> <p><u>Current research [add references] stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the ELPS and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter B.</u></p>	
(5)	<p><u>Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become</u></p>	

	<u>thinkers in those disciplines (Fisher, Frey & Rothenberg, 2008).</u>	
(6)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(b)	Knowledge and skills.	
<u>Strand 1</u>	<u>Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop word structure knowledge through phonological awareness, print concepts, and phonics to decode and encode texts. Students apply knowledge and relationships found when studying the structures, origins, and contextual meanings of words. The student is expected to:</u>	
	<u>Phonics and Word Analysis</u>	Concept heading
	<u>Decode common syllabic patterns and encode orthographic patterns, including plural rules, irregular plurals, double consonants in the middle of a word, final stable syllable, and silent letters.</u>	Moved from 4.22Ai-v and partially rephrased. Plural rules -s (1 st grade), -es (2 nd grade), -y to -ies (3 rd grade) addressed in previous grades.
(1)	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	For vertical alignment purposes, we chose to use the same fluency definition as developed for third grade. (See concept heading "Fluency" below.)
	<u>Word Study</u>	
(2)	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A)	determine the meaning <u>and usage</u> of grade-level academic English words derived from <u>Greek (including bio, phon, scope) Latin and Latin (including terr, rupt, tract) Greek, or other linguistic roots, and affixes;</u>	CCRS II.B.1 Moved from 4.2A
	<u>Decode and encode spell base words and roots with affixes (e.g., including dis-, pre-, ion-, ment-, ly, dis-, pre-) including anti-, em-, ir-, mis-, non-, -er-, -est-, -ing-, -tion-, -ty</u>	E.R. CCRS II.B.2 Moved from 4.22B; rearranged examples where prefixes comes before suffixes
(B)	<u>use context to determine the relevant meaning of unfamiliar words or multiple meaning words use the context of the sentence (e.g., in sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;</u>	Copied parts from third grade for the purpose of vertical alignment. CCRS II.B.1
	<u>identify, read, spell, and correctly use commonly used homophones, such as there, they're and their; two, to, and too ; and</u>	Moved parts from 4.22C and revised. E.R.
(C)	complete analogies using knowledge of antonyms and synonyms, <u>such as (e.g., boy : girl as</u>	E.R.

	male: ____ or girl : woman as boy: ____ ;	CCRS II.B.1
(D)	identify the meaning of common idioms; and	“common” is a relative term
(E)	<u>use print and digital reference materials to determine meanings, syllabication, pronunciation, and encoding to validate understanding of unknown words.</u>	Partially copied from third grade for the purpose of vertical alignment. E.R. CCRS II.B.3
	<u>use spelling patterns and rules, and print, and electronic resources to determine and check correct spellings.</u>	Moved from 4.22D. Print and electronic resources are addressed above.
	<u>Foundational Language Skills</u>	Concept heading
	<u>follow, restate, and give oral instructions that involve a series of related sequences of action.</u>	Moved from 4.27B
	<u>Self-select text and read independently.</u>	Vertically aligned.
	<u>Fluency</u>	Concept heading
	<u>monitor accuracy and prosody including rate, pausing, phrasing, stress, intonation, and integration in decoding grade-level text to strengthen comprehension.</u>	For vertical alignment purposes, we chose to use the same fluency definition as developed for third grade.
	<u>Penmanship</u>	
	<u>write legibly in print and cursive (by selective cursive script or manuscript printing as appropriate;</u>	
(3) <u>2</u>	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. <u>Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts.</u> Students are expected to:	New K & S statement for Comprehension Strand developed and adopted by the Vertical Alignment Committee for K-12 ELAR/SLAR 11/12/2015.
2A <u>A</u>	summarize and explain the lesson or message of a work of fiction as its theme; and <u>Use text features, elements, and structures to make and confirm predictions.</u>	Predicting. Move from TEKS 3.2A. Changed ideas to text features, elements, and structures.
Fig 19B <u>B</u>	Ask literal, interpretive, and evaluative <u>Generate questions of/about text to deepen understanding and gain information.</u>	Questioning. Rewording of Fig 19B
<u>C</u>	<u>Visualize sensory images to interpret and analyze texts.</u>	Visualizing. From CCRS II A.6
<u>D</u>	Make Search for and use connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence to personal experiences, ideas in other texts, and the larger community.	Connecting. New wording based on K-2 Fig 19F. Also references, CCRS II D.1, and the Research of Strategies Proficient Readers use.
Fig 19D	Make inferences about text and use textual evidence to support understanding.	Inferring. Moved from grades 3-5 Fig 19D in its entirety.

E		
F	<u>Sort through information read to distinguish what is most important in understanding.</u>	Determining Importance. This is a new SE based on the Expert Reviewer Wilkerson and the Research of Allington, Fountas and Pinnel, Harvey, Erickson,
G	<u>Combine information from the text and schema to create new understanding.</u>	Synthesizing. New SE. Based on Florida Performance Assessments and CCRS II. D.1
H	Summarize, <u>paraphrase, or retell information in</u> texts in ways that maintaining meaning and logical order <u>within and across texts.</u>	Summarizing. Rewording of Figure 19E
2C Fig 19A Fig 19C I	Establish purposes for reading <u>assigned and self-selected texts and monitor comprehension making corrections and adjustments (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions):</u> <u>when that understanding breaks down.</u>	Comprehension Repair/Self-Monitoring. Combining and rewording of Fig 19A & C based on the original intro to 3rd grade TEKS, and TEKS 3.2C and the research on strategies proficient readers use.
(B)	compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.	
(4)	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse). <u>Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts. Students are expected to:</u>	Redundant. This Strand statement already appears as the Strand 2 Comprehension streamlined language.
(5)	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature.	Moved to Strand 5. Redundant. This Strand statement already appears as the Strand 2 Comprehension streamlined language.
(6)	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: <u>Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts. Students are expected to:</u>	Redundant. This Strand statement already appears as the Strand 2 Comprehension streamlined language.
(A)	sequence and summarize the plot's main events and explain their influence on future events;	
(B)	describe the interaction of characters including their relationships and the changes they undergo; and	
(C)	identify whether the narrator or speaker of a story is first or third person.	

(7)	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.	Redundant. This Strand statement already appears as the Strand 2 Comprehension streamlined language.
(8)	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery.	Redundant. This Strand statement already appears as the Strand 2 Comprehension streamlined language.
(9)	Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	This is moved to Strand 1
(10)	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between a stated and an implied purpose for an expository text.	Redundant. This Strand statement already appears as the Strand 2 Comprehension streamlined language.
(11)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	Redundant. This Strand statement already appears as the Strand 2 Comprehension streamlined language.
(A)	summarize the main idea and supporting details in text in ways that maintain meaning;	
(B)	distinguish fact from opinion in a text and explain how to verify what is a fact;	
(C)	describe explicit and implicit relationships among ideas in texts organized by cause and effect, sequence, or comparison; and	
(D)	use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.	
(12)	Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to explain how an author uses language to present information to influence what the reader thinks or does.	Redundant. This Strand statement already appears as the Strand 2 Comprehension streamlined language.
(13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	Redundant. This Strand statement already appears as the Strand 2 Comprehension streamlined language.
(A)	determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and	
(B)	explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	

(5)	<u>Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize genre-specific characteristics, structures, and puposes in order to analyze, respon to and compose a variety of texts. The student is expected to:</u>	
(3)	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	Removal is based upon ER
(A)	summarize and explain the lesson or message of a work of fiction as its theme; and	This will move to the fiction strand 5. C
(B)	compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.	This will move to the fiction strand 5.C
(4)(E)	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students will read, respond, and write to poetry to are expected to explain how the structural elements of poetry , such as (e.g., rhyme, meter, stanzas, line breaks) , relate to forms such as (e.g., lyrical poetry, free verse)-, and write poems that convey sensory details using the conventions of poetry (e.g., such as rhyme, meter, patterns of verse).	Removal from genre TEK because comprehension is covered in strand 2.
(5)(K)	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students will read and respond to drama are expected to describe the structural elements particular to dramatic literature.	Removal from genre TEK because comprehension in covered in strand 2
(6)(A)	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are will read, respond, and compose fiction text to identify theme or lesson learned, the plot's main events and explain their influence on future events, interaction of characters and changes they undergo, and identify the narrator is first or third person. expected to:	Removal from genre TEK because comprehension in covered in strand 2
(A)	sequence and summarize the plot's main events and explain their influence on future events;	Move in strand 5.A in a list
(B)	describe the interaction of characters including their relationships and the changes they undergo; and	Move in strand 5.A in a list
(C)	identify whether the narrator or speaker of a story is first or third person.	Move in strand 5.A in a list
	summarize and explain the lesson or message of a work of fiction as its theme; and	Move in strand 5.A in a list
	write imaginative stories that build the plot to a climax and contain details about the characters and setting; and	Moved from writing TEK 16A and is embedded in the language.
(C)	<u>Traditional Literature: read and respond to traditional literature such as legends to compare and contrast the adventures or exploits of characters (e.g., such as the trickster) in traditional and classical literature.</u>	This strand has been aligned to through 3 rd , 4 th , and 5 th grade. 3 rd has folktales, 4 th legends, and 5 th Myths.

(7)-(G)	Reading/Comprehension of Literary Text/Literary Narrative Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students read and respond to biography and autobiography are expected to identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.	Removal from genre TEK because comprehension is covered in strand 2. In 3 rd grade biography is introduced and then in 4 th grade, students have added autobiography.
(8)	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery.	This will now be a part of strand 6
(11)(H)	Reading/Comprehension of Informational Text/Expository Text. Students read, respond, and compose expository text to analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	Removal from genre TEK because comprehension is covered in strand 2
(A)	summarize the main idea and supporting details in text in ways that maintain meaning;	Move to strand H to list in a series.
(B)	distinguish fact from opinion in a text and explain how to verify what is a fact;	Move to strand H to list in a series
(C)	describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and	Move to strand H to list in a series
(D)	use multiple text features <u>such as</u> (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.	Move to strand H to list in a series
	<u>create brief compositions that:</u>	
	<u>establish a central idea in a topic sentence;</u>	
	<u>include supporting sentences with simple facts, details, and explanations; and</u>	
	<u>contain a concluding statement;</u>	
(12)-(J)	Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students read and respond to persuasive text are expected to explain how an author uses language to present information to influence what the reader thinks or does. to identify the set of ideas for a particular point of view and identify the persuasive language.	Removal from genre TEK because comprehension is covered in strand 2. The skills on author's purpose will be move to stand 6.
(13)-(I)	Reading/Comprehension of Informational Text/Procedural Texts. Students will read, respond and write procedural text understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A)	determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and	Move to strand I
(B)	explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	Move to strand I

	write letters whose language is tailored to the audience and purpose such as a (e.g., a thank you note to a friend) and that use appropriate conventions such as (e.g., date, salutation, closing);	Moved from 18B
(14)(D)	Reading/Media and Digital Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students read and respond to traditional media and digital media to develop the capability of designing multimodal texts to inform, persuade, and entertain a specific audience: are expected to:	Removal from genre TEK because comprehension is covered in strand 2. Digital literacy was added as a new form with 21 st century skills. However a better term may be multimodal instead of digital literacy. Information was taken from researcher Ernest Morrell
(A)	explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;	This is more aligned to social studies TEKS.
(B)	explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and	Move to Strand 6
(C)	compare various written conventions used for digital media (e.g. language in an informal e-mail vs. language in a web-based news article).	Move to Strand 6
(16)	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	Move to strand 5.F and 5.A
(A)	write imaginative stories that build the plot to a climax and contain details about the characters and setting; and	Move to strand 5.B
(B)	write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).	Move to strand 5.E
(17)(F)	Writing, <u>Literary Nonfiction</u> Students <u>read, respond and compose</u> <u>write about their own personal</u> experiences. Students are expected to write about <u>their own</u> important personal experiences.	The word Narrative has been changed to literary to based upon researchers Fountas and Pinnell.
(18)	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	This TEK of writing procedural text has been removed to 5 th grade. The expository has stayed in grade 3 and 4 to allow students to go deeper in the understanding and craft to master the genre of writing expository essay.
(A)	create brief compositions that:	Move to strand 5.h
(i)	establish a central idea in a topic sentence;	Move to strand 5.h
(ii)	include supporting sentences with simple facts, details, and explanations; and	Move to strand 5.h
(iii)	contain a concluding statement;	Move to strand 5.h
(B)	write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a	Move to strand 5.I

	friend) and that use appropriate conventions (e.g., date, salutation, closing); and	
(C)	write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	Move to strand 3: Response
(19)	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.	In order to streamline TEKS the committee decided to move persuasive writing to 5 th grade.
(6)	<u>Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students emulate author's craft purposefully in order to develop their own products and performances. The student is expected to:</u>	New strand based upon K-12 committee decision.
(A)	<u>Use effective reading strategies to analyze the audience purpose, and message of a text.</u>	
(B)	<u>Identify and analyze how an author's use of language contributes to the voice, mood, or tone of a text.</u>	
(C)	<u>Students will understand how author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.</u>	
(D)	<u>Identify and analyze the use of literary devices including to achieve a specific purpose.</u>	
(E)	<u>Analyze the use of text structures to achieve specific purposes.</u>	
(F)	<u>Analyze types of details, examples, and evidence used by authors such as....., and factual information to achieve specific purposes.</u>	
(G)	<u>Identify and analyze use of rhetorical devices including</u>	
(H)	<u>Analyze author's use of print and graphic features to achieve specific purposes</u>	
(I)	<u>Compose a variety of texts that use the elements of craft to advance the writer's purpose such as.....</u>	
3	<u>Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students speak and write to effectively convey viewpoints and analysis of texts which are read or heard for a variety of audiences and purposes. Students are expected to:</u>	K&S statement for brand new strand developed by VA committee – How students express their use of the comprehension strategies.
A	<u>Explain how texts evoke personal responses.</u>	
B	<u>Justify predictions based on text evidence and schema.</u>	New strand, but use of Fig 19
C	<u>Share questions generated before, during and after reading a text.</u>	Fig 19B K

<u>D</u>	<u>Describe mental images that support interpretations and analysis of texts.</u>	CCRS
<u>E</u>	<u>Determine relevant connections that directly support comprehension of texts.</u>	Part of Figure 19F; Making connections to other text is stated in Strand 2:
<u>F</u>	<u>Explain inferences drawn, supporting these with evidence from the text.</u>	From 3.13B and 3.6-9, 3.12-15
<u>G</u>	<u>Explain and justify why specific information is important to the author’s message.</u>	Stephanie Harvey’s research New SE
<u>H</u>	<u>Describe insights gained from combining text information with personal schema.</u>	CCRS
<u>I</u>	<u>Create short summaries that maintain meaning and logical order within texts.</u>	Fig 19E
		CCRS
<u>4</u>	<u>Collaboration.</u> <u>Students prepare for and participate productively in diverse interactions, building on others’ ideas and expressing their own viewpoints clearly in a variety of contexts. Students are expected to:</u>	
<u>(A)</u>	<u>Listen attentively to speakers, ask relevant questions, and make pertinent comments.</u>	From 3.29A
<u>(B)</u>	<u>speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to effectively communicate ideas.</u>	<u>From 3.30</u>
<u>(C)</u>	<u>Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.</u>	<u>From 3.31</u>
<u>(D)</u>	<u>Determine speakers main message.</u>	<u>From 27C</u>
<u>(E)</u>	<u>Students work productively with others in teams.</u>	<u>From 3.31</u>
<u>(17) (7)</u>	<u>Composition and Presentation: Listening, Speaking, Reading and Writing Using Multiple Texts.</u> <u>Writing/Writing Process:</u> Students use <u>the modes of writing/discourse and elements of the writing process (planning, drafting, revising, editing, and publishing)</u> to compose <u>multiple texts that are meaningful and legible and use appropriate conventions.</u> Students are expected to:	CCRS I A “Compose a variety of texts.” Technology Applications (TA) TEKS: Grades 3-5: 2A “different media”
<u>(A)</u>	<u>prewrite and plan the organization of a first draft by selecting a genre appropriate for conveying the intended meaning to an for a particular topic, purpose, and audience and generating ideas through using a range of strategies (e.g., such as brainstorming, free writing, and mapping graphic organizers, logs, journals);</u>	ER – Stotsky – Use the stages and language of the writing process CCRS I A2
<u>(B)</u>	<u>develop drafts text or media by categorizing ideas and organizing them into paragraphs to create a focused, structured, and coherent piece of writing;</u>	Technology Application (TA) TEKS: Grades 3-5: 2A “different media”
<u>(C)</u>	<u>revise drafts by adding, deleting, combining, and rearranging ideas for coherence, organization, use of simple and compound progression, sentences variety, to address and audience, genre, and purpose;</u>	Delineating explicit revision skills clarifies expectations CCRS I A4

(D)	edit drafts for <u>effective sentence structure and correctness of standard English conventions of grammar, mechanics, and spelling, capitalization and punctuation using a teacher-developed rubric</u> ; and	ER – Stotsky – Use the stages and language of the writing process
(E)	<u>revise final publish</u> draft in response to feedback from peers and teacher and <u>evaluate its effectiveness using a rubric</u> publish written work for a specific audience.	ER – Stotsky – Use the stages and language of the writing process
(16)	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	Move writing to Strand 5
(A)	write imaginative stories that build the plot to a climax and contain details about the characters and setting; and	
(B)	write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).	
(17)	Writing. Students write about their own experiences. Students are expected to write about important personal experiences.	
(18)	Writing/Expository and Procedural Texts. Students write expository and procedural or work related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
(A)	create brief compositions that:	
(i)	establish a central idea in a topic sentence;	
(ii)	include supporting sentences with simple facts, details, and explanations; and	
(iii)	contain a concluding statement;	
(B)	write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and	
(C)	write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	
(19)	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.	
(20)	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A)-(F)	<u>Demonstrate control of the conventions of Standard English when speaking and writing by using use and understanding the function of the following parts of speech: in the context of reading, writing, and speaking:</u>	Combined the language from the Knowledge and Skills statement from the Conventions strand with the SE language.

(i)	Use <u>irregular verbs</u> (<u>irregular verbs</u>);	A verb was added to the beginning of each SE to clarify what students need to be able to do with each part of speech.
(ii)	Form and use <u>singular/plural and common/proper nouns</u> (<u>singular/plural, common/proper</u>);	The examples were embedded within the SE.
(iii)	Use <u>descriptive adjectives</u> (<u>e.g., descriptive, including purpose: sleeping bag, frying pan</u>), <u>including</u> their comparative and superlative forms, (<u>e.g., fast, faster, fastest</u>) and <u>use adverbs to convey frequency and intensity</u> ;	Combined adjectives and adverbs into one SE because they share a similar function – modifying other parts of speech.
(iv)	<u>adverbs</u> (<u>e.g., frequency: usually, sometimes; intensity: almost, a lot</u>);	
(v)	Use prepositions and prepositional phrases to convey location, time, <u>and</u> direction, or to provide details;	Added verb to clarify what students should be able to do.
(vi)	Use reflexive pronouns <u>such as</u> (<u>e.g., myself, ourselves</u>), <u>itself and yourself</u> ;	Embedded examples into SEs.
(vii)	Use <u>subordinating correlative conjunctions to form complex sentences</u> (<u>e.g., either/or, neither/nor</u>); and	Moved subordinating conjunctions from 5 th grade down to 4 th grade to introduce the formation of complex sentences to enhance sentence variety in composition writing.
(viii)	use time-order transition words and transitions that indicate a conclusion;	Time order transition words are represented in other parts of speech (e.g., adverb, conjunction).
(B)	use the complete subject and the complete predicate in a sentence; and	
(C)	Form <u>use</u> complete simple and compound sentences <u>with with</u> correct subject-verb agreement.	Added verbs for specificity in the SE.
(21)	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A)	write legibly by selecting cursive script or manuscript printing as appropriate;	Moved to strand 1 – penmanship.
(B) (G)	use capitalization for: <u>historical events and documents; titles of books, stories and essays; languages, races, and nationalities;</u>	Multiple SEs were combined into one.
(i)	historical events and documents;	
(ii)	titles of books, stories, and essays; and	
(iii)	languages, races, and nationalities; and	
(E) (H)	recognize and use punctuation marks including: <u>commas in compound sentences; complex sentences and dialogue; quotation marks in dialogue; and</u>	Added specificity to the use of commas and quotation marks. Multiple SEs were combined into one.
(i)	commas in compound sentences; and	

(iii)	quotation marks.	
(22)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	
(A)	Spell words with more advanced orthographic patterns and rules:	Moved to Strand 1 – Phonics and Word Analysis
(i)	plural rules, such as (e.g., words ending in f as in leaf, leaves; adding -es);	Moved to Strand 1 – Phonics and Word Analysis
(ii)	irregular plurals, (e.g., man/men, foot/feet, child/children);	Moved to Strand 1 – Phonics and Word Analysis
(iii)	double consonants in middle of words;	Moved to Strand 1 – Phonics and Word Analysis
(iv)	other ways to spell sh (e.g., -sion, -tion, -cian); and	Moved to Strand 1 – Phonics and Word Analysis Rephrased as “final stable syllable”
(v)	silent letters (e.g., knee, wring);	Moved to Strand 1 – Phonics and Word Analysis
(B)	spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, -pre-)	Moved to Strand 1 – Word Study
(C)	spell commonly used homophones (e.g., there, they're, their, two, too, to); and	Moved to Strand 1 – Word Study
(D)	use spelling patterns and rules and print and electronic resources to determine and check correct spellings.	Moved to Strand 1 – Word Study
(23)	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. <u>Inquiry and Research: Listening, Speaking, Reading, and Writing using Multiple tests. Students engage in both short-term and sustained recursive inquiry process for self –selected and assigned purposes.</u> Students are expected to:	Changed wording to reflect vertical alignment committee changes.
(8)	<u>Prepare for inquiry and research. Explore and define specific information using a variety of strategies and activities.</u>	Taken from OSLA Model
(A)	<u>(i) Generate a list of potential resources</u>	Taken from OSLA Model Grade 4
(A)	generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and	Moved to proposed TEK 4.8
	<u>(ii) Collaborate effectively in class and group discussions to share ideas.</u>	Based on OSLA model and Texas CCRS IV B 3.
(B)	generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question. <u>Access resources for inquiry and research. Generate and follow a research plan for gathering relevant information about the topic and question from multiple sources, both oral and written, such as student-initiated surveys, on-site</u>	Consolidated from old TEK 3.23A

	<u>inspections, interviews, data from experts, reference texts, online searches, and visual sources of information.</u>	
(24)	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	Moved to proposed 4.8B
(A)	follow the research plan to collect information from multiple sources of information both oral and written, including:	Moved to proposed 4.8B
(i)	student initiated surveys, on-site inspections, and interviews;	Moved to proposed 4.8B
(ii)	data from experts, reference texts, and online searches; and	Moved to proposed 4.8B
(iii)	visual sources of information (e.g., maps, timelines, graphs) where appropriate;	Moved to proposed 4.8B
(B)	use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics);	Delete based on skills being taught under strand 5: Multiple Genres
(C)	take simple notes and sort evidence into provided categories or an organizer;	Moved to proposed 4.8Cii
(D)	identify the author, title, publisher, and publication year of sources; and	Already considered in Grade 3
(E)	differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	Moved to proposed 4.8Ciii
(25)	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic). Process information for inquiry and research. Improve the focus of research, synthesize findings, and formulate conclusions.	Purple cross out moved to 4.8C Taken from 4.25A, OLSA model, and CCRS V5B.3.
(C)	<u>(i) Narrow to one major topic and formulate open-ended questions about the topic.</u>	Reworded from 4.23A and considers OSLA Model and CCRS V.
	<u>(ii) Clarify research questions and organize collected information into categories such as notes, graphic organizers, diagrams, graphs, and charts.</u>	Moved from 4.24C Reworded based on consideration from OSLA model.
	<u>(iii) evaluate the validity and reliability of sources to include differentiating between copyright, paraphrasing, and plagiarism.</u>	Moved from 4.24E and reworded based on OSLA model.
	<u>(iv) create a work-cited page from notes including the author, title, publisher, and publication year for each source used.</u>	Moved from 4.24D
(26)	Research/Organizing and Presenting Ideas. Organizing and Presenting for Inquiry and research. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used. Determine the mode of delivery, such as written, oral, and or media.	Reworded based on OSLA Model
(D)		

(27)	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	Moved to Strand 3
(A)	listen attentively to speakers, ask relevant questions, and make pertinent comments; and	Moved to Strand 3
(B)	follow, restate, and give oral instructions that involve a series of related sequences of action.	Moved to Strand 1 – Foundational Language Skills. Vertically aligned with 3 rd and 5 th grade.
(28)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.	Moved to Strand 3
(29)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher and student led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	Moved to Strand 3

DRAFT

§110.16. English Language Arts and Reading, Grade 5, Beginning with School Year 2009-2010.

TEKS with edits

Committee Comments

(a)	Introduction.	
(1)	<p>The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In fifth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.</p>	
(2)	<p>For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.</p>	
(A)	<p>English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</p>	
(B)	<p>For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</p>	
(C)	<p>During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p>	

(3)	To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 5 as described in subsection (b) of this section.	
(4)	To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.	
(b)	Knowledge and skills.	
<u>Strand 1</u>	<u>Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop word structure knowledge through phonological awareness, print concepts, and phonics to decode and encode texts. Students apply knowledge and relationships found when studying the structures, origins, and contextual meanings of words. The student is expected to:</u>	This is the language that the Vertical Alignment committee used for Strand 1
<u>A</u>	<u>Demonstrate phonetic knowledge by:</u>	Concept heading
(+) (1)	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	
	<u>Decoding and encoding consonant changes (including /t/ to /sh/ such as in select and selection, /k/ to /sh/ such as in music and musician), vowel changes (including long to short such as in define and definition), and silent and sounded consonants (such as haste/hasten, sign/signal, and condemn/condemnation)</u>	Moved from 5.22Ai-iii
<u>B</u>	<u>Develop vocabulary by:</u>	
(2) (2)	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
<u>A-i</u>	determining the meaning and usage of grade-level academic English words derived from <u>Greek (including graph, meter, photo, tele) and Latin (including dict, ject, port, rupt, scrib, and spec)</u> Latin, Greek, or other linguistic roots and affixes;	Moved from 5.22Bi, ii
<u>ii</u>	<u>Decoding and encoding base words with affixes, including de-, inter-, semi-, sub-, trans-, -ology, -phobia, -ism, -ist, -ible, -ance, -ence</u>	Moved from 5.22Biii, iv
<u>iii</u>	<u>differentiate between commonly confused terms (e.g., its, it's; affect, effect);</u>	Moved from 5.22C
<u>B-iv</u>	using context (e.g., in sentence restatement) to determine the <u>relevant</u> meaning or clarify the meaning of unfamiliar <u>words</u> or multiple meaning words;	Adapted slightly to ensure vertical alignment with 3 rd and 4 th grade
<u>C-v</u>	producing analogies <u>with known</u> antonyms and synonyms; <u>such as bumpy:even as hilly:flat or alert:tired as awake:asleep</u>	Provided example.

D -vi	identifying and explaining the meaning of common idioms (such as “green with envy”), and adages (such as “look before you leap”), and other sayings; and	“common” is a relative term Removed “and other sayings” because it is unclear
(E) -vii	using print and digital reference materials to determine meanings, syllabication, pronunciation, and encoding to validate understanding of unknown words.	Moved from 5.22D and adapted for vertical alignment.
<u>C</u>	Develop foundational skills by:	
<u>i</u>	monitoring accuracy and prosody including rate, pausing, phrasing, stress, intonation, and integration in decoding grade-level text to strengthen comprehension.	Moved from 5.1 and adapted for vertical alignment purposes.
<u>ii</u>	Read self-selected texts for sustained periods of time.	Added for vertical alignment
<u>iii</u>	writing legibly in print and cursive	Partially moved from 5.21. Reworded for vertical alignment purposes.
<u>3</u>	Response: Listening, Speaking, Reading, and Writing using Multiple Texts. <u>Students speak and write to effectively convey viewpoints and analysis of texts which are read or heard for a variety of audiences and purposes. Students are expected to:</u>	K&S statement for brand new strand developed by VA committee – How students express their use of the comprehension strategies.
<u>A</u>	<u>Explain how texts evoke personal responses.</u>	
<u>B</u>	Justify predictions based on text evidence and schema.	New strand, but use of Fig 19
<u>C</u>	<u>Share questions generated before, during and after reading a text.</u>	Fig 19B K
<u>D</u>	<u>Describe mental images that support interpretations and analysis of texts.</u>	CCRS
<u>E</u>	<u>Determine relevant connections that directly support comprehension of texts.</u>	Part of Figure 19F; Making connections to other text is stated in Strand 2:
<u>F</u>	<u>Explain inferences drawn, supporting these with evidence from the text.</u>	From 3.13B and 3.6-9, 3.12-15
<u>G</u>	<u>Explain and justify why specific information is important to the author’s message.</u>	Stephanie Harvey’s research New SE
<u>H</u>	<u>Describe insights gained from combining text information with personal schema.</u>	CCRS
<u>I</u>	<u>Create short summaries that maintain meaning and logical order within texts.</u>	Fig 19E
		CCRS
<u>4</u>	Collaboration. <u>Students prepare for and participate productively in diverse interactions, building on others’ ideas and expressing their own viewpoints clearly in a variety of contexts. Students are expected to:</u>	

(A)	<u>Listen attentively to speakers, ask relevant questions, and make pertinent comments.</u>	From 3.29A
(B)	<u>speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to effectively communicate ideas.</u>	From 3.30
(C)	<u>Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.</u>	From 3.31
(D)	<u>Determine speakers main message.</u>	From 27C
(E)	<u>Students work productively with others in teams.</u>	From3.31
(5)	<u>Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize genre-specific characteristics, structures, and purposes in order to analyze, respond to and compose a variety of texts. The students is expected to:</u>	
(3)	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	Removal is based upon ER
(A)	compare and contrast the themes or moral lessons of several works of fiction from various cultures;	This will move to fiction strand C
(B)	describe the phenomena explained in origin myths from various cultures; and	This will move to the fiction strand 5.C
(C)	explain the effect of a historical event or movement on the theme of a work of literature.	Move to stand 5.A
(4)-(E)	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students will read, respond, and compose poetry to are expected to analyze how poets use sound effects such as (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.	Removal from genre TEK because comprehension is covered in Strand 2
(5)	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students will read and respond to drama are expected to analyze the similarities and differences between an original text and its dramatic adaptation.	Removal from genre TEK because comprehension is covered in Strand 2
(6)-(A)	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are will read, respond to, and compose fiction text expected to:	Removal from genre TEK because comprehension is covered in Strand 2
(A)	describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;	
(B)	explain the roles and functions of characters in various plots, including their relationships and conflicts; and	

(C)	explain different forms of third-person points of view in stories.	
	<u>write imaginative stories that include:</u>	
	<u>a clearly defined focus, plot, and point of view;</u>	
	<u>a specific, believable setting created through the use of sensory details; and</u>	
	<u>dialogue that develops the story;</u>	
(7)	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected <u>read, respond to, and compose literary nonfiction</u> to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	
(8)	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text.	Move to Strand 6
(9)	Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	Moves to strand 1
(11)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: <u>read, respond to, and compose expository text to</u>	
(A)	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;	
(B)	determine the facts in text and verify them through established methods;	
(C)	analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;	
(D)	use multiple text features and graphics to gain an overview of the contents of text and to locate information; and	
(E)	synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	
	create multi-paragraph essays to convey information about the topic that:	
	present effective introductions and concluding paragraphs;	

	guide and inform the reader's understanding of key ideas and evidence;	
	include specific facts, details, and examples in an appropriately organized structure; and	
	use a variety of sentence structures and transitions to link paragraphs;	
(12)	Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: <u>read, respond to, and compose persuasive text</u>	
(A)	identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; and	
(B)	recognize exaggerated, contradictory, or misleading statements in text.	
(13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A)	interpret details from procedural text to complete a task, solve a problem, or perform procedures; and	Move to 5.I
(B)	interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	Move to 5.I
(14)	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: <u>read and respond to traditional media and digital media to develop the capability of designing multimodal texts to inform, persuade, and entertain a specific audience;</u>	
(A)	explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);	
(B)	consider the difference in techniques used in media (e.g., commercials, documentaries, news);	
(C)	identify the point of view of media presentations; and	
(D)	analyze various digital media venues for levels of formality and informality.	
(16)	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	Move to 5.A
(A)	write imaginative stories that include:	Move to 5.A
(i)	a clearly defined focus, plot, and point of view;	Move to 5.A
(ii)	a specific, believable setting created through the use of sensory details; and	Move to 5.A
(iii)	dialogue that develops the story; and	Move to 5.A

(B)	write poems using:	Move to 5.E
(i)	poetic techniques (e.g., alliteration, onomatopoeia);	Move to 5.E
(ii)	figurative language (e.g., similes, metaphors); and	Move to 6.C
(iii)	graphic elements (e.g., capital letters, line length).	Move to 6.I
(17)	Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.	Move to strand 5.F
(18)	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	Move to strand 5.I
(A)	create multi-paragraph essays to convey information about the topic that:	Move to strand 5.I
(i)	present effective introductions and concluding paragraphs;	Move to strand 5.I
(ii)	guide and inform the reader's understanding of key ideas and evidence;	Move to strand 5.I
(iii)	include specific facts, details, and examples in an appropriately organized structure; and	Move to strand 5.I
(iv)	use a variety of sentence structures and transitions to link paragraphs;	Move to strand 5.I
(B)	write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing); and	This is mastered in 3 rd and 4 th grade.
(C)	write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	This is moved to strand 3
(19)	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.	
(6)	<u>Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students emulate author's craft purposefully in order to develop their own products and performances. The student is expected to:</u>	
(A)	<u>Use effective reading strategies to analyze the audience purpose, and message of a text.</u>	
(B)	<u>Identify and analyze how an author's use of language contributes to the voice, mood, or tone of a text.</u>	
(C)	<u>Students will understand how author's figurative language creates imagery in literary text and provide evidence from text to support their understanding.</u>	
(D)	<u>Students are expected to identify language that creates a graphic visual experience and appeals to the senses.</u>	

(E)	<u>Identify and analyze the use of literary devices including to achieve a specific purpose.</u>	
(F)	<u>Analyze the use of text structures to achieve specific purposes.</u>	
(G)	<u>Analyze types of details, examples, and evidence used by authors such as....., and factual information to achieve specific purposes.</u>	
(H)	<u>Identify and analyze use of rhetorical devices including</u>	
(I)	<u>Analyze author’s use of print and graphic features to achieve specific purposes</u>	
(J)	<u>Compose a variety of texts that use the elements of craft to advance the writer’s purpose.</u>	
(15)	Composition and Presentation: Listening, Speaking, Reading, and Writing Using Multiple Texts. Writing/Writing Process. Students use <u>the modes of writing/discourse and elements of the writing process (planning, drafting, revising, editing, and publishing)</u> to compose <u>multiple</u> texts. Students are expected to:	CCRS I A “Compose a variety of texts.” Technology Applications (TA) TEKS: Grades 3-5: 2A “different media”
(A)	prewrite and plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through using a range of strategies (e.g., discussion, background reading, personal interests, interviews), such as brainstorming, freewriting, and mapping for a particular topic, purpose, and audience and developing a thesis or controlling idea;	Language of the writing process is consistent across grades 3-5.
(B)	develop drafts text or media by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas categorizing ideas and organizing them into paragraphs to create a focused, <u>structured, organized,</u> and coherent piece of writing;	ER – Stotsky – Use the stages and language of the writing process. CCRS I A2
(C)	revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging <u>ideas for coherence, progression, sentence variety, to address audience, sentences or larger units of text after rethinking how well questions of purpose, audience, purpose, and genre have been addressed;</u>	Language of the writing process is consistent across grades 3-5.
(D)	edit drafts for <u>effective sentence structure and correctness of standard English conventions of grammar, mechanics, and spelling, capitalization, and punctuation;</u> and	ER – Stotsky – Use the stages and language of the writing process.
(E)	revise final publish draft in response to feedback <u>and evaluate its effectiveness using a rubric from peers and teacher and publish written work for appropriate audiences.</u>	ER – Stotsky – Use the stages and language of the writing process.
(20)	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A) (F)	<u>Demonstrate control of the conventions of Standard English when speaking and writing by using use</u>	Combined the language from the

	and understanding the function of the following parts of speech in the context of reading, writing, and speaking:	Knowledge and Skills statement from the Conventions strand with the SE language.
(i)	Use verbs (irregular verbs and active voice);	A verb was added to the beginning of each SE to clarify what students need to be able to do with each part of speech.
(ii)	Use collective nouns (e.g., class, and public);	The examples were embedded within the SE.
(iii)	Use descriptive adjectives (e.g., descriptive , including those indicating origins: French windows, American ears) and their comparative and superlative forms (e.g., good, better, best) and use adverbs that convey frequency and intensity ;	Combined adjectives and adverbs into one SE because they share a similar function – modifying other parts of speech.
(iv)	adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);	
(v)	Use prepositions and prepositional phrases to convey location, time, direction, or to provide details;	Added verb to clarify what students should be able to do.
(vi)	Use indefinite pronouns including (e.g., all, both, nothing, or anything);	
(vii)	Use correlative subordinating conjunctions such as either/or and neither/nor (e.g., while, because, although, if); and	Moved SE from 4 th grade since subordinating conjunctions are being introduced into grade 4 to form complex sentences.
(viii)	transitional words (e.g., also, therefore);	Time order transition words are represented in the other parts of speech (e.g., adverbs, conjunctions).
(B)	use the complete subject and the complete predicate in a sentence; and	Complete subject and predicate are implied in complete simple and compound sentences – SE 5.20 C.
(C)	use complete simple, complex , and compound sentences with correct subject-verb agreement.	Added complex sentences to SE to show it has been introduced in grade 4 and is continuing to be developed.
(21)	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	

(A)	use capitalization for: <u>abbreviations, initials, acronyms, and organizations</u> ;	Multiple SEs were combined into 1.
(i)	<u>abbreviations</u> ;	
(ii)	<u>initials and acronyms</u> ; and	
(iii)	<u>organizations</u> ;	
(B)	recognize and use punctuation marks including: <u>commas in compound sentences; quotation marks in dialogue; and use proper italics and underlining for titles and emphasis</u> ;	Multiple SEs were combined into 1.
(i)	<u>commas in compound sentences</u> ; and	
(ii)	<u>proper punctuation and spacing for quotations</u> ; and	
(C)	<u>use proper mechanics including italics and underlining for titles and emphasis</u> .	
(22)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	
(A)	spell words with more advanced orthographic patterns and rules:	
(i)	consonant changes (e.g.,/t/ to/sh/ in select, selection;/k/ to/sh/ in music, musician);	Moved to Strand 1 – Phonetic knowledge
(ii)	vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and	Moved to Strand 1 – Phonetic knowledge
(iii)	silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);	Moved to Strand 1 – Phonetic knowledge
(B)	spell words with:	
(i)	<u>Greek Roots (e.g., tele, photo, graph, meter)</u> ;	Moved to Strand 1 – Vocabulary
(ii)	<u>Latin Roots (e.g., spec, scrib, rupt, port, ject, diet)</u> ;	Moved to Strand 1 – Vocabulary
(iii)	<u>Greek suffixes (e.g., ology, phobia, ism, ist)</u> ; and	Moved to Strand 1 – Vocabulary
(iv)	<u>Latin derived suffixes (e.g., -able, -ible; -ance, -ence)</u> ;	Moved to Strand 1 – Vocabulary -able moved to 3 rd grade
(C)	<u>differentiate between commonly confused terms (e.g., its, it's; affect, effect)</u> ;	Moved to Strand 1 - Vocabulary
(D)	<u>use spelling patterns and rules and print and electronic resources to determine and check correct spellings</u> ; and	Moved to Strand 1 - Vocabulary
(E)	know how to use the spell-check function in word processing while understanding its limitations.	This should instead be included in technology TEKS.
(23)	Research/Research Plan. Students ask open-ended research questions and develop a plan for	

	answering them. Students are expected to:	
(A)	brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and	
(B)	generate a research plan for gathering relevant information about the major research question.	
(24)	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A)	follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;	
(B)	differentiate between primary and secondary sources;	
(C)	record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;	
(D)	identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and	
(E)	differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	
(25)	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A)	refine the major research question, if necessary, guided by the answers to a secondary set of questions; and	
(B)	evaluate the relevance, validity, and reliability of sources for the research.	
(26)	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	
(A)	compiles important information from multiple sources;	
(B)	develops a topic sentence, summarizes findings, and uses evidence to support conclusions;	
(C)	presents the findings in a consistent format; and	
(D)	uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).	
(27)	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	

(A)	listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;	
(B)	follow, restate, and give oral instructions that include multiple action steps; and	
(C)	determine both main and supporting ideas in the speaker's message.	
(28)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	
(29)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	

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